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ABSTRACT

Year-round education, a widely misunderstood concept, offers both financial and educational advantages to school districts. Not only does a year-round education schedule allow a school to educate 20 to 50 percent more students in the same amount of space, it reduces the amount of time spent in review by offering continuous learning with more frequent--but shorter--vacation periods. Nearly all school districts with year-round programs report less vandalism, fewer discipline referrals, and decreased absenteeism as a direct result of continuous education. While many people favor the year-round school concept to make the school system more efficient, however, opponents argue that the existing American school system is in need of reform and that adding two or three months of the same kind of education will not foster improvements. Additionally, opponents argue that traditional social patterns and family activities would be disrupted by a year-round educational schedule. Some suggestions for school districts considering a year-round program include: (1) forming a study committee that is representative of the school parent group(s) and staff; (2) scheduling daytime and evening meetings to accommodate different work/family schedules; and (3) having a balanced panel for meetings to present both the pros and cons of continuous education. (KM)

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YRE: IT'S ADVANTAGES AND DISADVANTAGES

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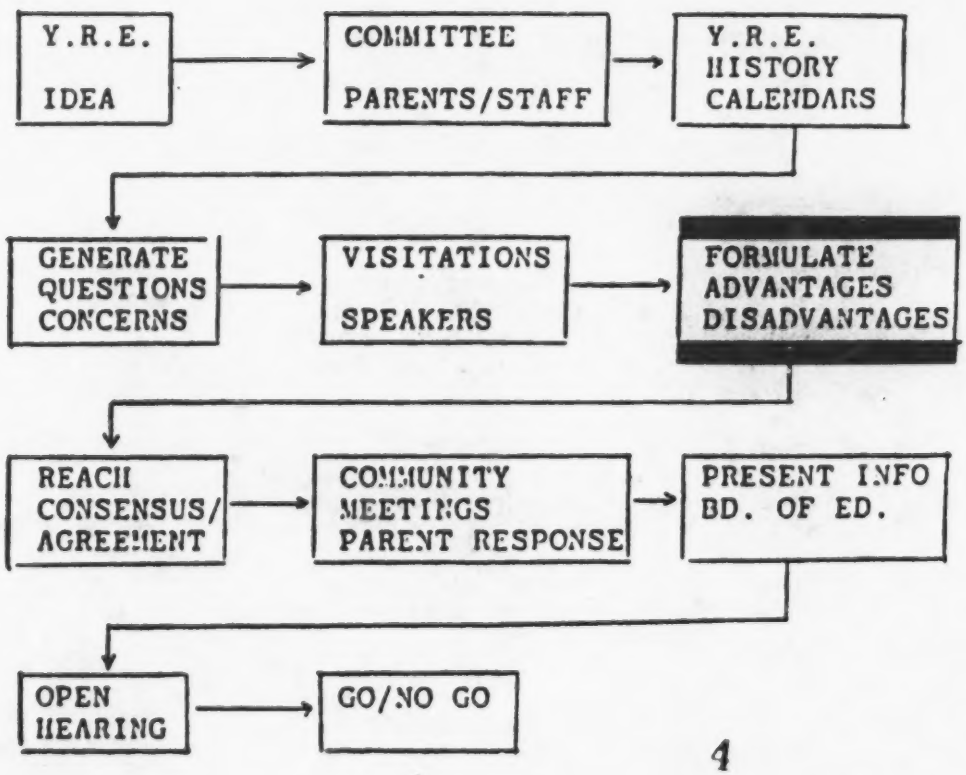
THE COMMUNITY AND Y.R.E.

GIVENS

- VERY CONFUSING AND MISUNDERSTOOD CONCEPT
- 30% THINK IT'S TERRIFIC
- 40% PASSIVELY ACCEPT IT
- 30% NEGATIVE
- REPETITION OF INFORMATION IN THE MOST BASIC FORM IS ESSENTIAL
- PARENT COMMITTEE MUST BE INVOLVED A.S.A.P.
- PRINCIPAL/SUPERINTENDENT/BOARD OF EDUCATION MUST BE INFORMED
- PARENTS WANT THE BEST EDUCATIONAL PROGRAM FOR THEIR CHILDREN

PLAN



SOURCE: YEAR-ROUND EDUCATION--Resource Guidebook,
San Diego County Office of Education

What are the advantages of year-round education?

Year-round education offers both financial and educational advantages to school districts:

- Reduces overcrowding
  An important advantage is that many year-round schedules allow a school to educate 20-50% more students in the same amount of space. In addition, fewer students and staff on campus may enhance the climate for learning because existing facilities are not overtaxed.

- Saves money
  Because multi-track year-round schedules make better use of existing space, fewer new buildings and schools will need to be built.

- May increase student learning
  A growing body of research indicates that continuous learning, as in a year-round situation, allows students to retain more of what they've learned. In addition, this learning pattern reduces the time spent in review.

- May prevent teacher and student burnout
  Many students and teachers report that more frequent vacations allow them to return to school more refreshed and with greater energy.

- Offers extended year employment
  Some year-round schedules offer school staff the opportunity to work extra days for extra pay.

- Offers off-season vacation opportunities
  Year-round employees can enjoy more vacation and traveling flexibility.

- Additional advantages
  Some school districts report vandalism, discipline referrals, and absenteeism have gone down because of year-round school.

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RESEARCH REPORT

YEAR ROUND SCHOOLS IN UTAH

Report Number 459
January, 1985

ARGUMENTS FOR YEAR-ROUND SCHOOL

Advocates of year-round schools cite the following arguments for the program:

1. Saves on construction and debt service costs by better utilizing existing classroom space. In addition, it allows other educational facilities (playgrounds, cafeterias, media centers, etc.) to be used more effectively.

2. Saves operating costs (when measured on a per pupil basis) for textbooks and instructional materials, equipment and furniture, certain fringe benefits for school personnel, transportation costs, etc.

3. Lessens learning loss that occurs after long summer vacations and eliminates or reduces the need for review sessions at the beginning of each new school year.

4. Allows greater flexibility for teachers who may choose to be employed in education throughout the year with proportionately higher compensation thereby eliminating the need for second jobs.

5. Provides more flexibility for students by allowing missed work to be made up without having to lose a whole year of schooling.

6. Results in less boredom and greater enthusiasm on the part of students.

7. Provides more personalized educational service to the student.

8. Results in more frequent examination of the school's curriculum and educational program by the district and the school to assure that the best education is being offered.

9. Reduces school dropouts by expanding the opportunity for remedial instruction and allowing more-frequent re-entry into the school system.

10. Improves children's behavior and attitude toward school because school terms are interrupted by short vacation periods spread throughout the

year. Nearly all year-round schools report reductions in student discipline problems, absenteeism, truancy, and vandalism.

11. Allows families with children in year-round schools to enjoy a wider variety of vacation experiences throughout the year.

12. Provides an opportunity to redirect funds that traditionally would be used to construct new school facilities toward the improvement of educational programs.

DISADVANTAGES OF YEAR-ROUND SCHOOLS

Skeptics cite a number of problems and disadvantages of year-round schools:

1. Part of any savings realized from deferring or abandoning the construction of new school facilities may be offset by the possible need to air-condition existing facilities. In addition, other modifications may have to be made in existing buildings to accommodate a year-round school program.

2. Other start-up expenses will be incurred in changing over to a year-round program. Included among these are costs involved in planning and preparation, public relations with teachers and school patrons, designing new curriculum and instruction that is compatible with the year-round concept, and development of computer tracking of student progress.

3. Working parents may find it difficult to arrange for child care during the more-frequent vacation periods.

4. Year-round schools may interfere with some traditional summer activities, such as swimming and tennis lessons, outdoor education, scout camps, etc.

5. Families may have children on different schedules if some member attends a year-round school while other members attend schools with a traditional nine-month program.

6. A family's life style may be altered because of the elimination of the traditional three-month summer vacation.

7. Probably the major problem with year-round schools is the prejudice against the program that exists in the public mind in places where the system never has been used. Unless this objection is met by demonstrating the advantages to the child, the parent, the teacher, and the general public, the program change is likely to be met with stiff resistance.

The Valley Times

Pros and cons of year-round education

Pros:

- Because of three shorter breaks instead of a long summer vacation, students forget less. Review is minimized.
- Frequent breaks result in less stress and burnout. The three-week break refreshes teacher and student; it's easier to learn and teach.
- It coincides better with the schedule of working parents. Parents have an easier time finding day care during the breaks than in summer, when demand is highest.
- Families have flexibility in arranging vacations. Off-season vacations tend to be more convenient, with shorter lines, campground vacancies and special rates.
- Overcrowded districts can accommodate up to 25 percent more students in a single school building on the year-round calendar. The expense of building new schools or buying portables is avoided.
- Teachers have the opportunity to substitute to earn more money.
- During the breaks teachers can tailor lesson plans to better serve their classes. Homework may be assigned for the breaks.

Cons:

- It involves some disruption of family habits and lifestyles.
- Teachers have trouble attending summer school that would earn them extra credits and higher salaries.
- The year-round calendar may clash with other school districts. Coordinating athletic and academic competitions could be difficult.
- Because few junior and senior highs are year-round, parents with children in lower grades must deal with different calendars.
- Because few districts are 100 percent year-round, different schedules require central cafeterias be kept open 12 months, at greater cost.
- Long-term maintenance of buildings, usually performed in the summer, is more difficult.
- Summer classes may be uncomfortable, without air conditioning.

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

YEAR-ROUND SCHOOL: SOME ADVANTAGES AND DISADVANTAGES

ADVANTAGES

1. There is less learning loss with shorter periodic vacations.
2. Eliminates the boredom of students during the traditional three-month summer vacation.
3. Helps to eliminate the problem of no summer school.
4. Choices for family vacations are increased.
5. The majority of parents in other year-round programs are satisfied with the schedule.
6. Students like the more frequent shorter vacations.
7. The spaced vacations are an advantage to families.
8. Parents report more student interest and enthusiasm, improved attitudes, and less fatigue and boredom.
9. Teachers like the frequent breaks.
10. Teachers like the improved attitudes of students, parents, and other teachers.
11. Teachers review less and find that students appear to retain more.
12. There is less teacher fatigue.
13. Studies show that year-round school is better for disadvantaged students, who show a 27-31% loss over a three-month vacation.

DISADVANTAGES

1. Year-round schedule does not coincide with secondary school calendar.
2. The long summer vacation period would be eliminated.
3. Some summer organized recreation activities are not planned for the year-round schedule.
4. Problems for families who prefer to take a long summer trip.
5. Possible discomfort during extended periods of hot summer weather if school is not airconditioned.

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

DO'S AND DON'T'S

DO	DON'T
DO form a "year-round study committee" that is representative of the school parent group(s) and staff, the committee to consider and share all available information, to include both advantages and disadvantages.	DON'T allow separate "pro" and "con" committees.
DO establish "ground rules" for public meetings to allow for presentation of information and questions and answers in an orderly fashion. Persons speaking should use the microphone and identify themselves.	DON'T allow a few people to monopolize or "take over" meetings.
DO provide all printed information in both Spanish and English and translators for meetings if a substantial number of non-English-speaking parents live in the school area.	DON'T forget that non-English-speaking parents have special needs.
DO have the principal and/or chairperson of the PTA/PC/SSC or year-round study group sign any printed material.	DON'T send out printed material with no identifying signatures or source.
DO publish the names and positions (parent, teacher, PTA or parent club representative, etc.) of the members of the committee.	DON'T keep the membership of the year-round study committee a secret.
DO schedule a day meeting and a night meeting to accommodate different working and family schedules.	DON'T have just one meeting for parents
DO provide for parents with special needs and encourage them to attend the meetings.	DON'T forget to arrange for babysitting and a translator for each meeting
DO have a balanced panel for meetings of "pro" and "con" parents, teachers and district office or administrative personnel and include advantages and	DON'T present just one side.

DO	DON'T
DO have a sign-in sheet at the door with space for name of parent and child's name and someone to greet people as they come in.	DON'T give persons not involved (parent of students in other schools or persons with no children, for example) the opportunity to participate or disrupt discussions.
DO have handouts ready at the door with information (pro and con) and voting procedures and dates outlined plus the agenda and/or list of panel members.	DON'T allow unauthorized material to be distributed at a meeting.
DO anticipate that neighbors and friends will have different feelings and opinions and that strong positions or leadership may polarize groups.	DON'T expect everyone to agree or "play fair."
DO have facts and present them in an impartial way for consideration and discussion. "He who gives everything to everybody soon has nothing left to give."	DON'T fight irrationality with irration ality.
DO have the chairperson of the year-round study committee serve as moderator.	DON'T have the principal moderate the parent meetings.
DO adhere to time limits for panel members and limit the number of times a person may speak from the floor as well as the time limit for questions and answers.	DON'T allow one person (or persons) to monopolize the discussions.
DO provide the opportunity to submit written questions to the panel moderator.	DON'T limit the opportunity to ask questions but avoid repetition of questions and answers.
DO maintain a broad school representation without too much specific relationship to a particular group. Emphasize that this is a school study.	DON'T have discussion meetings about year-round school as a part of a PTA/Parent Group meeting, even if this group is the basic coordinating committee.

SOME ARGUMENTS FOR YEAR-ROUND SCHOOLS

1. SAVES ON CONSTRUCTION AND DEBT SERVICE COSTS BY BETTER UTILIZING SCHOOL SPACE.

2. SAVES PER PUPIL OPERATING COSTS FOR TEXTBOOKS, INSTRUCTIONAL MATERIALS, EQUIPMENT, FURNITURE, CERTAIN FRINGE BENEFITS, ETC.

3. LESSENS LEARNING LOSS THAT OCCURS AFTER LONG SUMMER VACATIONS AND REDUCES THE NEEDS FOR EXTENSIVE REVIEW SESSIONS AT THE START OF EACH SCHOOL YEAR.

4. ALLOWS FOR POSSIBLE YEAR-ROUND EMPLOYMENT OF TEACHERS AT PROPORTIONATELY HIGHER COMPENSATION.

5. PROVIDES MORE FLEXIBILITY FOR STUDENTS TO MAKE UP MISSED WORK WITHOUT LOSING A WHOLE YEAR OF SCHOOLING.

6. RESULTS IN LESS BOREDOM AND GREATER ENTHUSIASM ON THE PART OF STUDENTS.

7. PROVIDES MORE PERSONALIZED EDUCATION SERVICES TO STUDENTS.

8. RESULTS IN MORE FREQUENT EXAMINATIONS OF SCHOOL CURRICULUM.

9. IMPROVES STUDENT ATTITUDES ABOUT SCHOOL. RESEARCH INDICATES REDUCTIONS IN STUDENT DISCIPLINE PROBLEMS, ABSENTEEISM, TRUANCY, AND VANDALISM.

10. ALLOWS FAMILIES TO ENJOY A WIDER VARIETY OF VACATION EXPERIENCES THROUGHOUT THE YEAR.

11. PROVIDES AN OPPORTUNITY TO REDIRECT SCHOOL CONSTRUCTION FUNDS TOWARD THE IMPROVEMENT OF EDUCATIONAL PROGRAMS.

12. LESSENS TEACHER "BURNOUT" BY PROVIDING OPPORTUNITIES FOR MORE FREQUENT (BUT SHORTER) VACATIONS.

SOME ARGUMENTS AGAINST YEAR-ROUND SCHOOLS

1. SAVINGS FROM CONSTRUCTION MAY BE OFFSET BY NEEDED BUILDING MODIFICATION, INCLUDING AIR CONDITIONING.

2. MAJOR EXPENSES WILL BE INCURRED IN CHANGING FROM A TRADITIONAL TO A YEAR-ROUND SYSTEM. THESE EXPENSES INCLUDE CURRICULUM CHANGES, STAFF TRAINING, PLANNING, PREPARATION, PUBLIC RELATIONS, AND COMPUTERIZING BOTH STUDENT PROGRESS AND SCHOOL MANAGEMENT SYSTEMS.

3. WORKING PARENTS MAY FIND IT DIFFICULT TO ARRANGE FOR CHILD-CARE DURING THE MORE-FREQUENT VACATION PERIODS.

4. YEAR-ROUND SCHOOLS MAY INTERFERE WITH SOME TRADITIONAL SUMMER ACTIVITIES SUCH AS SWIMMING, TENNIS, CAMPS, OUTDOOR EDUCATION.

5. FAMILIES MAY HAVE CHILDREN ON DIFFERENT SCHEDULES.

6. FAMILY LIFE STYLE MAY BE ALTERED BY THE ELIMINATION OF THE TRADITIONAL THREE-MONTH SUMMER VACATION.

7. PUBLIC PREJUDICE AGAINST A PROGRAM THAT HAS NEVER BEEN USED IN A PARTICULAR AREA.

BENEFITS OF YEAR-ROUND SCHOOLS

1. Continuity of instruction resulting from shorter vacation breaks.
2. Opportunity for reinforcement of learning through the use of intersessions.
3. Improved attendance of both pupils and teachers.
4. Increased enthusiasm and vitality resulting from periodic vacation breaks.
5. Opportunity for providing support services on a year-round basis, i.e., counseling and psychological services.
6. Increased teacher retention through less burn out, and opportunity for additional remuneration if desired.
7. Valuable method to address the teacher substitute problem through the use of resident teachers when they are off-track (not in session).
8. Availability of school site facility on a year-round basis, i.e., library, meeting rooms, and playground.

COST FACTORS OF YEAR-ROUND SCHOOLS

* Air conditioning
* Storage facilities for teachers (cabinets and central storage units)
* Intersessions
* Increased need for:
  - Communication (4 tracks)
  - Record keeping
* YRO Basis for staff
* Utilities and maintenance and custodial and security
* Need to overcome community resistance to change
* Planning and implementation
* Maintenance of comparable course and service offerings.

TAXPAYER SAVING OF YEAR-ROUND SCHOOLS

* Diminished transportation costs
* Loss of tax revenues by transferring land from private to public ownership
* Cost of construction
* Cost of land
* Avoided social costs of relocation.

PROS AND CONS OF THE YEAR-ROUND SCHOOL

What The Supporters Say:

Most people who favor the year-round school concept see the major advantage as one...of making the school system more efficient. Business people who support the idea can't understand how any facility can be closed or used at less than almost full capacity for two or three months at a time. And, certainly under mandatory year-round programs, this is eliminated. Too, business people have a great deal of trouble in adjusting to and providing for the great number of teen-agers who are available for employment during a very limited amount of time--two or three months. For many of them, making a student work force available throughout the year seems beneficial not only to them, but also to students. In this way, some business people say, those students needing a short term job would have a better chance of finding it. Business people in the recreational and tourist business like the idea because it would eliminate or reduce the strain on existing recreational facilities by making these year-round operations as well.

The benefits to students, too, would be improved. First, the year-round operation would permit students to eliminate the once-a-year lockstep enrollment. Instead of a child waiting until the September after his birthday to enter school, he/she could enter at the beginning of the new period nearest his birthday. Flexibility in scheduling, new types of courses (such as the mini-courses in the quinmaster plan), individualized instructional programs and other instructional changes could eliminate the state of boredom that exists in many schools. In addition, since vacations would be shorter and more frequent, the amount and rate of loss of learning would be reduced. This, in turn, would cut down on the amount of time needed for "reteaching."

Also, many juvenile authorities agree that year-round patterns of education tend to reduce the historical crests of juvenile delinquency which occur in the late summer months.

The year-round school will also benefit teachers by helping to professionalize them in the eyes of other year-round workers, and it will provide 12 month jobs for those who want them. In addition, sabbatical arrangements can be made so that teachers can still travel or continue their own education.

Also, the restructuring of the instructional program would permit teachers to try different techniques as well as teach subjects in which they might feel more competent. This type of reorganization would also permit greater use of para-professionals and teacher aides.

Thus, properly set up, the year-round school can benefit teachers, administrators, students and the public, its proponents claim.

What The Opponents Say:

Opponents of the year-round school concept often use the same arguments that the proponents use, but just turn them around. For example, the opponents say that the year-round school will cost more because of additional salaries to teachers, overtime payments to maintenance people working on weekends and nights, and more school expenses due to continuous presence of students.

Another argument is that the existing American school system is in need of reform and that adding two or three months of the same kind of education is not going to make it better. Opponents who use this argument say that it is more important to get at the roots of the instructional problems that are causing the one-third dropout rate, the one-third underachievers, and the bored and restless one-third who do make it in the system. They feel that cosmetic changes like lengthening the school year, or breaking it in quarters or thirds, do nothing to insure that the important changes will be made.

Also, colleges, employers and unions would have to work together in order to provide for the high school students who would be finishing their studies a year or two earlier than they do now. Child labor laws, too, might have to be revised to permit students to work part time or full time before they became 16 years of age.

And, third, there is the disruption of the traditional social and family patterns, particularly the customary practice of summer vacations. Many opponents of the year-round school feel that nonschool activities are as much a part of learning as school activities. In fact, they argue, forcing students to stay in school for 11 or 12 months is harmful because the students don't have the opportunity to develop in other, non-intellectual ways.

Then there is the argument that teachers, too, need time away from school. The traditional summer vacation offers teachers the opportunity to travel, to continue their studies and to use their talents in other ways. A sabbatical leave every five, six or seven years, these opponents say, is not going to help. The vacations from school and students have to be more regular than that.

Other people cite the problems involved in maintaining an activities program at the secondary-level. Athletics, in particular, would pose problems of eligibility. Students could be permitted to attend terms during which they would be able to participate in the sports of their choice.

GILROY UNIFIED SCHOOL DISTRICT
Gilroy, California

POSSIBLE ADVANTAGES OF THE YEAR-ROUND SCHOOL CONCEPT

1. Reduces overcrowding of school and community facilities
   One of the prime reasons for year-round school is to provide for better use of facilities. A year-round school plan that mandates student attendance for a specific part of the year makes more student stations available. In year-round school plans which allow an optional attendance pattern there may or may not be a saving of student stations.

2. Reduces overbuilding of school and community facilities
   The use of a year-round school plan can solve a short-term space problem thereby avoiding the need to build when a school is temporarily overcrowded. Other methods that can be used to reduce overbuilding are 1) double sessions; 2) extended schedules; 3) busing.

3. Increases both school and community facility utilization
   Keeping school facilities open year-round and available to the community removes some of the pressure from the community to provide space for various after school activities such as adult classes, scouts, recreational programs, etc.

4. Increases personnel utilization in school and community programs
   Educators and support services personnel have an opportunity to be employed on a year-round basis rather than seasonally.

5. Provides more flexibility of learning rates and styles
   It is hypothesized that attendance under some year-round school plans would minimize forgetting over the long vacation period and that year-round school would require less reviewing of previous work, resulting in more time for new instruction which would, in turn, result in a high level of achievement. The committee listed this hypothesis with the possible advantages to be weighed but believed that agreement could not be reached as to its validity since there is no research to support the hypothesis.

6. Provides more variety of family vacation times
   During the year, opportunities are provided for families to have vacation periods at times other than those found in the traditional nine month school year..

7. Provides more variety of employment for secondary school students
   In some proposed year-round plans the opportunity exists for seasonal employment at times other than the summer (i.e., November-January merchandising jobs, January inventory, etc.)

8. Felexibility of staff employment opportunities
   Staff members may work more or less than the traditional 184 days, and the number of days worked may vary from one year to the next.

GILROY UNIFIED SCHOOL DISTRICT
Gilroy, California

POSSIBLE DISADVANTAGES OF THE YEAR-ROUND SCHOOL CONCEPT

1. Increasing annual operating costs
During the implementation period additional funds may be needed for curriculum revision and building renovations such as air conditioning. Another additional cost during the first fiscal year would be for operating school during the first summer. This cost would even out over the school year since each student would still attend for 180 days. Increased annual operating costs include staff salaries, air conditioning operating costs, etc.

2. Complicates the operation of interscholastic and performing extra-extra-curricular student activities
Total participation is required for some of the excitement that a full performing group offers. When a smaller number of students is involved, an "absent member" is missed even more than from a larger group. Many interscholastic activities would have difficulty in maintaining their present quality without selection from the entire student body. There would be difficulty in scheduling most interscholastic activities.

3. Increases communication problems
Revolving schedules create difficulties in keeping all students, communities and staffs informed of school activities.

4. Interferes with continuity of developing interpersonal relaltionships
There is a need for a continuity of interpersonal relationships. However, factors influencing these relationships are more likely to be related to a combination of the time schedule of classes, course content, the individual teacher, and the individual student. The school calendar should not be a factor in developing these relationships.

5. Requires abrupt and dramatic changes in life style and behavior patterns
Any change from the traditional school year could cause a change in family vacation activities and the summer "school's out" routine.

6. Tends to divide the school community
Any change tends to divide opinions thus, any year-round school plan would tend to polarize the school community.

7. Increases scheduling problems (i.e. buses, courses, maintenance, etc.
Any plan which would deviate from one common scheudle would increase any existing problems to some degree according to the number of alternative plans available.

8. May temporarily reduce staff professional growth opportunities
Some year-round calendars reduce the possibility for staff members to attend institutions of higher learning except during evening sessions. The courses offered in extension programs at this time are limited when compared to summer offerings.

CHERRY CREEK (Colorado) SCHOOL DISTRICT

Possible Advantages of the Year-Round School Concept

1. Reduces overcrowding of school and community facilities.
   One of the prime reasons for year-round school is to provide for better use of facilities. A year-round school plan that mandates student attendance for a specific part of the year makes more student stations available. In year round school plans which allow an optional attendance pattern there may or may not be a saving of student stations.

2. Reduces overbuilding of school and community facilities.
   The use of a year-round school plan can solve a short-term space problem thereby avoiding the need to build when a school is temporarily overcrowded. Other methods that be used to reduce overbuilding are 1) double sessions; 2) extended schedules; 3) busing.

3. Increases both school and community facility utilization.
   Keeping school facilities open year-round and available to the community removes some of the pressure from the community to provide space for various after school activities such as adult classes, scouts, recreational programs, etc.

4. Increases personnel utilization in school and community programs.
   Educators and support services personnel have an opportunity to be employed on a year-round basis rather than seasonally.

5. Provides more flexibility of learning rates and styles.
   It is hypothesized that attendance under some year-round school plans would minimize forgetting over the long vacation period and that year-round school would require less reviewing of previous work, resulting in more time for new instruction which would, in turn, result in a high level of achievement. The committee listed this hypothesis with the possible advantages to be weighed but believed that agreement could not be reached as to its validity since there is no research to support the hypothesis.

6. Provides more variety of family vacation times.
   During the year, opportunities are provided for families to have vacation periods at times other than those found in the traditional nine month school year.

7. Provides more variety of employment for secondary school students.
   In some proposed year-round plans the opportunity exists for seasonal employment at times other than the summer (i.e., November-December merchandising jobs, January inventory, ski lodge, etc.)

8. Flexibility of staff employment opportunities.
   Staff members may work more or less than the traditional 184 days, and the number of days worked may vary from one year to the next.

Possible Disadvantages of the Year-Round School Concept

1. Increases annual operating costs.

   During the implementation period additional funds may be needed for curriculum revision and building renovations such as air conditioning. Another additional cost during the first fiscal year would be for operating school during the first summer. This cost would even out over the school year since each student would still attend for 180 days. Increased annual operating costs include staff salaries, air-conditioning operating costs, etc.

2. Complicates the operation of interscholastic and performing extra-curricular student activities.
   Total participation is required for some of the excitement that a full performing group offers. When a smaller number of students is involved, an "absent member" is missed even more than from a larger group. Many interscholastic activities would have difficulty in maintaining their present quality without selection from the entire student body. There would be difficulty in scheduling most interscholastic activities.

3. Increases communication problems
   Revolving schedules create difficulties in keeping all students, communities and staffs informed of school activities

4. Interferes with continuity of developing interpersonal relationships.
   There is a need for a continuity of interpersonal relationships. However, factors influencing these relationships are more likely to be related to a combination of the time schedule of classes, course content, the individual teacher, and the individual student. The school calendar should not be a factor in developing these relationships.

5. Requires abrupt and dramatic changes in life style and behavior patterns.
   Any change from the traditional school year could cause a change in family vacation activities and the summer "school's out" routine.

6. Tends to divide the school community.
   Any change tends to divide opinions thus, any year round school plan would tend to polarize the school community.

7. Increases scheduling problems (i.e. buses, courses, maintenance, etc.)
   Any plan which would deviate from one common schedule would increase any existing problems to some degree according to the number of alternative plans available.

8. Many temporarily reduce staff professional growth opportunities.
   Some year-round calendars reduce the possibility for staff members to attend institutions of higher learning except during evening sessions. The courses offered in extension programs at this time are limited when compared to summer offerings.

Provo School District
280 West 940 North
Provo, Utah 84604
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WHAT ARE THE ANTICIPATED ADVANTAGES FOR CHILDREN, EDUCATORS, AND PARENTS PARTICIPATING IN YRE?

- Utilizes space more efficiently; i.e., playgrounds, cafeteria, media center, multi-purpose areas, and classrooms.
- Saves time in reviewing materials already taught as students return from long vacations and/or as they begin a new year.
- During vacation times, intersessions (off track) allow students the opportunity of taking specialized classes.
- Distributes equal periods of intensive learning and briefer vacation days of relaxation throughout the school year for students.
- For those teachers not involved in receiving extended contracts enjoy the distribution of equal periods of intensive preparation/teaching along with briefer vacation days of relaxation throughout the school year.
- Tends to improve children's behavior and attitude towards school because the vacation periods are spread through-out the year. Virtually all YRE schools report reductions in student discipline problems, absenteeism, truancy and vandalism.
- Due to the opportunity of scheduling vacations during times other than when most people travel -- the cost of travel, lodging, and admission charges are significantly reduced. Large crowds can be avoided. Also, vacations can be scheduled at times that are better for the working parent and his/her employer.
- Those families whose school age children attend schools offering YRE, can easily plan for a wider variety of family vacation experiences during the year. This also becomes a reality for teachers.
- Year-round school scheduling does promote parenting responsibilities in that intersession (off track) breaks that are staggered throughout the school year places an emphasis upon the family planning appropriately. The tendency for parents to just send their children outside to play, during the summer months of the traditional 9 month school schedule, was more easily done as compared to the staggering of year-round school vacations.

POSSIBLE DISADVANTAGES OF YEAR-ROUND EDUCATION

- Within the same family the school age children will be on different schedules if the other family members attend non-YRE schools.
- Child care arrangements during vacation periods may be difficult to arrange. Nevertheless, many parents who are participating in YRE schools report that they purposefully coordinate/vary their children's school schedules from other families within the neighborhood. By so doing, parents/babysitters alternate the responsibility of looking after each other's children; thus, resolving child needs effectively and less expensively.
- In that the traditional 3 month summer vacation no longer exists for school age children, a family's life style may be altered.
- During intersession (off track) breaks, a student may not have some of his/her friends to play with during school hours since they may still be in school.
- Modification of some traditional summer scheduling of activites may be required; i.e., swimming and/or tennis lessons/competition, outdoor education, scout camps, etc. Baseball, soccer, and football do not appear to be a problem since practices occur before or after school with competition being on Saturdays.
- Year-round school does require greater parent responsibility in planning for intersession breaks as compared to the traditional 3 months of vacation inherent in the 9 month school schedule. As has been stated above, some of a child's friends may be scheduled on different tracks; therefore, they are still in school thus the parent cannot just send his/her child out to play. Additionally, some intersession vacations will occur during times of the year when the weather prohibits a child playing outside as naturally as just during the summer months.

JEFFERSON COUNTY PUBLIC SCHOOLS
1209 QUAIL STREET LAKEWOOD, COLORADO 80215

SOME DO'S AND DON'TS

1. Pilot year-round programs should be small rather than large. There are too many adjustments to be made which vary from school to school for a large number of schools to be supported initially.

2. The principal and key staff members in the pilot school should be the chief spokespersons for the program. No District level spokesperson can have sufficient credibility with each local school community. Principals need the freedom to adapt the plan to their operation.

3. Community opposition is certain but local staff support and a well informed citizens' advisory committee are the keys to success.

4. Curriculum revision is not a major problem if the school is familiar with the quarter organization and scheduling of courses at the secondary level.

5. Rumor is the greatest enemy of a school planning to operate year-round. An active local school information plan is essential.

6. An evaluation plan which compares pre-pilot data with current pilot school data has many difficulties. So many adjustment factors must be added from one year to the next it clouds the results.

7. Budgets for pilot operations should be clearly justified. There is a tendency for spending authorities to ask for more than they need to get the job done.

8. Arena scheduling procedures seem to be the best approach at the junior and senior high levels. This permits the resolution of schedule conflicts during the scheduling process.

RECOMMENDATIONS FOR OTHERS CONTEMPLATING YEAR ROUND SCHOOL PROGRAMS

A. Communicate your purposes and publicize your successes.

1. Make it clear in the beginning whether the purpose is to save costs in facilities or to improve instruction.

2. Identify educational advantages to be achieved and aggressively pursue them in all attendance tracks.

3. Publicize community recreation and youth group activities for off-track students to enhance year round participation.

4. Work with realtors to give accurate information to new families.

B. Select and train staff that will support the program.

1. Select administrators and staff who are committed to developing and sustaining the year round concepts.

2. Involve staff in planning for a year round operation so they will have ownership of the program.

3. Have very strong processes of communication for teachers, parents, and students during their off-track time.

4. Use teachers to modify curriculum and encourage teachers' ownership.

5. Permit administrators and teachers in year round schools to develop regulations and support systems which are appropriate for year round schools.

C. Reaffirm administrative support from the top down.

1. Recognize that any expansion in building capacity must be accompanied by an expansion of administrative cost, staff and resources.

2. Guarantee the support and delivery of services from central office staff.

3. Support local school administration in all track assignments and operational decisions.

BENEFITS GAINED FROM THE YEAR ROUND SCHOOL EXPERIENCE

A. Economic Benefits

1. Gain in use of facilities by 50%.
2. No surplus school buildings in declining neighborhoods.
3. Savings in bonded indebtedness of the District.
4. Opportunity to pay some teachers 20% more salary for teaching a fifth term at no increased cost to the District.
5. Saved the cost of cross-district busing.

B. Educational Benefits

1. Greater involvement of teachers in planning and developing activities through the use of bonus learning time.
2. More innovative climate in year round school faculties.
3. More extensive enrichment activities in schools, both secondary and elementary. Fifth term option was excellent at the high school.
4. More initiative from principals and staff for school based planning.
5. Maintenance of stable school environments in rapidly growing neighborhoods.
6. Elimination of the need for double sessions in rapid growth areas.
7. Decreased dropout rate at the secondary level.
8. Reduced teacher and pupil burn out, especially at the elementary level.
9. Creation of more intense learning environment K-12.

C. Other Effects

1. Shortened summer vacation and lengthened winter vacation in traditional school calendar.
2. Preserved the neighborhood school concept.

REPORT OF THE LEGISLATIVE ANALYST
TO THE JOINT LEGISLATIVE BUDGET COMMITTEE
STATE OF CALIFORNIA

PERSPECTIVES AND ISSUES
1989-90 BUDGET

YRE ADVANTAGES AND DISADVANTAGES

There are both benefits and costs–monetary and otherwise–associated with operating multitrack year-round educational programs. Below, we focus on two of the more significant areas of state concern–the costs and savings associated with year-round schools and its impact on students' academic achievement. In addition, we summarize other advantages and disadvantages of a multitrack calendar.

Costs and Savings. In the area of *capital outlay*, the use of multitrack year-round programs could result in major state and local savings in school construction and rehabilitation costs. For example, our analysis indicates that, on average, it costs almost $5 million to purchase acreage and build a new elementary school to house 800 California students, for a per-student cost of about $10,000. Thus, each unhoused student who is accommodated through the use of a year-round schedule saves the local district a significant amount of capital outlay funds. For the state, the implementation of year-round programs in lieu of constructing new facilities would reduce the demand for state school facilities aid funds by potentially hundreds of millions of dollars.

These savings would be offset by certain capital and one-time costs to operate year-round schools. For example, many schools would require air conditioning and added insulation to operate during summer months, and almost all schools would have additional storage needs. Our review

indicates, however, that these one-time costs are fairly small in comparison to the capital savings.

In the area of *operating expenditures*, we are aware of only two in-depth financial analyses which compare the costs of year-round and traditional schools: one by the Oxnard Elementary School District and the other by the San Diego City Unified School District.

The Oxnard district is an entirely year-round district serving approximately 11,800 K-6 students. In a study conducted in 1986-87, the district compared actual per-pupil costs over a four-year period (1981-82 through 1985-86) of operating its year-round schools to its costs of operating traditional-calendar schools. The study found that the annual per-pupil cost of maintaining year-round schools averaged about 5.5 percent (or $123) *less* than what the district paid for traditional schools. The district attributes the overall savings primarily to economies of scale--that is, the additional enrollment permitted by a year-round program did not require a proportionate increase in expenses. In addition, the study identified four specific factors which contributed to these operational savings:

- Sharing of classroom and reference materials since four classes of students share three sets of materials.
- Avoiding the cost of additional benefit packages, as staff extended from 10-month to 11- or 12-month contracts did not require additional benefits.
- Reduced student and teacher absenteeism.
- Reduced school site burglary and vandalism.

The San Diego Unified School District is a K-12 district serving approximately 117,000 pupils. Of these, almost 18,000, or 15 percent, attend year-round schools. In a study focusing on the 1987-88 school year, the district compared the ongoing operational costs of accommodating excess enrollments through year-round schools to those of traditional schools. The district determined that, on an ongoing, per-pupil basis, there were *no increased costs* when capacity was increased by 20 percent and there were *savings of $8.82 per pupil per year* when capacity was increased by 25 percent. (The district's analysis also identified $400,000 in one-time costs associated with the conversion to year-round operations.)

Thus, while there currently is limited information on this issue, the evidence from these two studies indicates that, *on a per-pupil basis*, the operational costs of year-round schools are slightly *less* than those of their traditional calendar counterparts.

Academic Achievement. In evaluating year-round education, a critical concern is its impact on academic performance. The field of literature

addressing this issue is quite limited. Following are the conclusions of several of the studies that have been conducted:

- A 1979 study of the Pajaro Valley Unified School District conducted by the Stanford Research Institute indicated that its year-round school program had little impact on a student's achievement test scores.
- A 1984 study conducted by the Los Angeles Unified School District concluded that its year-round programs relieved overcrowding without reducing educational quality or negatively affecting student's academic performance.
- The authors of a 1986 study of proficiency scores in the Oxnard Elementary School District found that year-round students outperformed traditional students in math, but the reverse was true in reading--although the differences in performance in both cases were small.
- The SDE, in a 1987 report on year-round education, analyzed test scores of students attending traditional, single-track, and multitrack calendar schools. Allowing for the special needs and demographics of the communities in which multitrack year-round schools have been placed, SDE concluded that the year-round calendar is a viable educational option "that can be associated with achievement at or above predicted levels."

Thus, a review of these studies suggests that students in year-round programs generally do no better or no worse than their counterparts in traditional calendar schools. We also discussed the issue of academic achievement with various practitioners during the course of our review. There appears to be a general consensus among principals and teachers in year-round schools that students' retention of subject matter is greater, thereby leading to a reduction in the amount of time that must be devoted to reviewing old material and enabling more new material to be covered.

Other Considerations. Chart 2 highlights many of the advantages and disadvantages associated with multitrack year-round education programs. Specifically, the chart indicates that year-round education can increase both the supply of substitute teachers and teachers' overall earnings to the extent that "off-track" teachers make themselves available as substitute teachers during some or all of their vacation time. Our visits to districts operating year-round programs indicate that almost all offer off-track teachers first priority for substituting at their home school during their vacation periods. Multitrack programs generally also offer the opportunity for classified personnel (for example, maintenance and cafeteria workers) to increase their overall earnings by converting from 10- or 11-month contracts to full-year contracts.

Chart 2

Multitrack Year-Round Schools
Advantages and Disadvantages

ADVANTAGES

Fiscal:

- Is a cost-effective alternative to constructing or modernizing a new facility.
- Can reduce per-pupil operating costs.
- Reduces student and teacher absenteeism.
- Reduces school site burglary and vandalism.

Facility Utilization:

- Generally increases school site capacity up to 33 percent depending on the calendar selected, number of tracks, and other facility needs. Alternatively, allows for a reduction in class size, without adding additional classroom spaces.
- Acts as an alternative to busing, double sessions, or extended day schedules when overcrowding is present.
- Increases both school and community facility use.
- Allows more students to attend neighborhood schools.
- Increases flexibility for meeting district desegregation needs.

Academic/Instructional:

- Reduces the amount of remedial review done each September after the traditional vacation period learning regression.
- Encourages/requires teaching staff to be better organized.
- Enables intersessions to be offered for enrichment/remediation programs at more frequent intervals than summer school.

Employment:

- Increases availability of substitute teachers to the extent that year-round teachers elect to substitute during some or all of their "off-track" periods, and also increases salary opportunities for those teachers electing to substitute.
- Provides the opportunity for year-round employment for both support service personnel and educators.
- May provide secondary students with greater opportunities for vacation employment.

Other:

- Allows staff and families the opportunity to take vacations during "nonpeak" times.

DISADVANTAGES

Fiscal:

- May present large initial implementation costs for building renovation (for example, the addition of air conditioning or storage facilities).

Administrative:

- Increases difficulty in scheduling schoolwide educational and extracurricular activities because one group of staff/students is always absent.
- Makes it difficult to communicate with "off-track" students and staff.
- Increases scheduling problems with transportation, central supply, and maintenance.
- Presents storage difficulties for "off- track" teacher's and classroom materials.
- Generally requires an increased level of coordination with ancillary community service organizations that provide recreational and child care services to vacationing students.
- May be difficult to schedule children from the same family that are in different grades.
- Becomes more difficult to regroup students once they are assigned to a track.

Employment:

- May reduce staff professional development opportunities, to the extent that courses are offered only in the summer.

Other:

- Parents have difficulty adjusting to a change in the traditional school calendar.
- Periodic vacations may create baby- sitting/ child care problems.
- May be difficult for families to coordinate vacations where children attend different schools that do not use the same calendar.

Chart 2 also indicates that there are many administrative difficulties associated with operating a multitrack year-round program, such as communicating with off-track students and staff, and scheduling such activities as maintenance, transportation, staff development and school-wide events. In addition, discussions with school district personnel indicate that parents frequently resist attempts to convert to a year-round education program until many of the advantages and disadvantages can be identified and thoroughly discussed.

DUVAL COUNTY PUBLIC SCHOOLS
Jacksonville, Florida
February 19, 1990

YEAR-ROUND PROS & CONS

From staff

PROS

- Enhances learning.
- Teachers and students return from breaks refreshed and motivated.
- Reduces discipline problems.
- Better student and teacher attendance.
- Reduces teacher stress.
- Provides time for student enrichment classes during intersessions.
- Allows families to take vacations during other seasons and when vacation destinations are less crowded.
- Allows children more time to spend with parents while siblings are in school.
- Eases overcrowding and makes better use of facilities in multitrack schools.
- Parents with seasonal jobs, or in the military, can choose a calendar that allows more time for the family to be together.
- Day care is sometimes easier to arrange when fewer children are out of school.
- Teachers can work in their professions year-round by substituting in schools with different calendars.
- Medical appointments can be scheduled during breaks.

CONS

- Change is difficult.
- Parents must arrange day care during fall and spring breaks.
- Different schedules for elementary children and older children.
- Teachers' children might attend a school on a different calendar.
- In-service days for teachers are harder to schedule.
- Working on an advanced degree during summer can be difficult for teachers.
- Summer vacation is shorter.
- Getting students to study during summer might be difficult.
- Teachers with other summer jobs might object to the change.
- Administrators and clerical staff in multitrack schools are often overworked.
- Communication with parents is more difficult in multitrack schools.
- Families might not get their first choice for calendar track.
- Students in multitrack schools will miss some school events.

Perceived Disadvantages to Year-Round School

It's Time to Try Year-Round Schools -- Again By CHESTER E. FINN, JR.

There are, of course, some perceived disadvantages to year-round school, but I view them more as adjustments than disadvantages.

The primary impediment is that society is organized around the assumption that children will be available during the summer. Much of the tourism and vacation industry, for example, thrives during the three or four months children are not in school. Youth camps usually only operate during the summer months. Baseball teams count on youngsters to help fill the stands. Local recreation, community and library programs are affected by summer vacation.

Yet many of these interests may actually be served better by spreading out their programs and activities more evenly throughout the year, rather than cramming them all into the summer months. Many camps could operate from spring to fall and end up serving more students than they do now. Families with a yen for warm weather could enjoy resorts in Florida throughout the year rather than fighting the crowds during the summer. Those who enjoy skiing and other cold weather activities could take to the slopes any time during the winter, instead of having to do all the their skiing during Christmas vacation when the kids are out of school.

Year-round school might upset family vacation schedules. But, as Education Secretary William Bennett said in First Lessons (his report on America's elementary schools), rethinking our vacation plans is "a reasonable price to pay for the promise of more successful lives for our children." I see no reason why youngsters can't visit Grandma in March instead of July.

Appendix 16

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991